DOCUMENT RESUME

ED 118 528 SP 009 612

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TITLE Feeling Around in the Dark; A Guide to Psychological Curricula. Draft. Paper No. 114.
INSTITUTION New England Program in Teacher Education, Durham, N.H.
PUB DATE Mar 75
NOTE 114p.
AVAILABLE FROM New England Program in Teacher Education, Pettee Brook Offices, Durham, New Hampshire 03824 ($12.50)

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage
DESCRIPTORS Bibliographies; *Children; *Curriculum; *Curriculum Guides; Educational Objectives; *Humanistic Education; *Psychological Needs; Self Concept; Self Esteem; Teaching Methods
IDENTIFIERS *Self Knowledge

ABSTRACT

The document discusses the significance of psychological curricula, presents outlines of several specific curricula which can be purchased, and raises and answers questions about why it is important for children to participate in classes in which they can examine their feelings and their images of themselves and others. It is stated that the modern trends is away from an education which only provides cognitive knowledge and toward education which develops the child's self-knowledge and capacity to think creativity and analytically and encourages the child to feel self-esteem. A bibliography provides information on where to write for specific curriculum packages, what materials are included, what specific kinds of activities are used, and advantages and disadvantaged of different, widely-used programs. The document's title, "Feeling Around in the Dark," is meant to imply that the affective areas of education are still only vaguely understood, but that it is important to make an effort at finding out how a humanistic education can best relate to the psychological needs of learners. (CD)

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# FEELING AROUND IN THE DARK

## A Guide to Psychological Curricula

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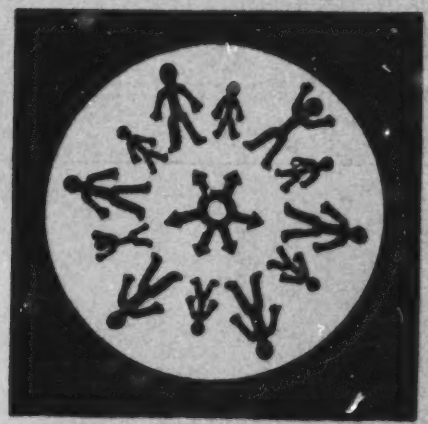

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Pettee Brook Offices, Durham, N. H.

March, 1975

SP009 472

# FEELING AROUND IN THE DARK

## A Guide To Psychological Curricula

Sara Massey and Jeanie Crosby

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March, 1975

(Draft)

TABLE OF CONTENTS


PREFACE . . . . . iii

FOREWORD . . . . . v

Chapter

1 Definition and Description of Psychological Curricula . . . . . 1
Bibliography . . . . . 9

2 Summaries of Ten Psychological Curricula . . . . 15
DUSO (Developing Understanding of Self and Others) . . . . . 18
Inside/Out . . . . . 20
Focus on Self-Development . . . . . 22
Human Development Program . . . . . 24
Achievement Motivation . . . . . 27
Values Clarification . . . . . 29
Dimensions of Personality . . . . . 31
Education for Student Concerns . . . . . 33
Becoming: A Course in Human Relations . . . 35
Exploring Childhood . . . . . 37
Guidelines for Choosing Psychological Curricula . . . . . 40

3 Teacher Designed Psychological Curricula . . . . 44
Self-Designed Psychological Curricula . . . . . 59

4 Rationale for Use of Psychological Curricula . . . . . 70

5 Issues in the Use of Psychological Curricula . . . . . 82
Conclusion . . . . . 94

APPENDICES . . . . . 97

## PREFACE

Now is the "feeling around in the dark" phase of psychological curricula. We know the room is full of stuff, but only the pieces nearest the door and windows are clearly outlined. We grope in the dark with our hands out in hopes of touching something and knowing what it is. Our steps are short and slow, but now and then someone grabs onto something he thinks is important and gives a yell. He may have stumbled into a comfortable couch or stubbed his toe on grandfather's rocking chair, but this guide indicates that some people's eyes are adjusting to the dark and are beginning to give directions to help the rest of us as we seek to understand the recent development of psychological curricula for learning about self in the classroom.

KNOW THYSELF

*Socrates*

# FOREWORD

This guide and the psychological curricula it describes are based on the beliefs that:

1. Students who know and understand themselves are most able to work and play in their world.

2. Teachers who know and understand most about themselves AND who have sharp interpersonal skills are most able to help students know and understand themselves.

# CHAPTER ONE

## DEFINITION AND DESCRIPTION OF PSYCHOLOGICAL CURRICULA

Belief in the importance of self-knowledge is not new. Sophocles, Shakespeare, and Henry James show us the tragedy that lack of self-knowledge can bring. The individual's exploration of himself is the basis for much of 20th century painting, writing, science, and history, but that exploration rarely reached into public schools. Professors and psychologists have long known that the "search for self" was part of what might be expected to happen during a student's collegiate career. However, no one taught "Seminar in Self." Understanding oneself was just going to occur.

Now note these titles from the educational component of a 1974 national convention.

> Personalized Education from Kindergarten to Ph.D
> Project CARE-Humanistic Education in a Massachusetts School System
> The Person of the Teacher in Process
> Confluent Education and Ability to Respond
> Relate: An Interpersonal Skills Instructional Program for 4th Graders
> The Many Faces of Humanistic Education: Report of a Ford Foundation Study
> Development of Self-Knowledge

Something is happening in education. A change is occurring. Such program offerings were not available even five years

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[1]Association of Humanistic Psychology, Convention Program, August, 1974, New Orleans, LA.

ago. Now teachers and principals, in addition to psychologists, philosophers, and professors, are saying that children learn best in a supportive, encouraging environment which addresses the whole child in the ongoing process of growth.

One new result of the second half of the 20th century's intensified exploration of the "personalized," "humanistic," "interpersonal," and "confluent" is the deliberate inclusion of learning about self in the schools. Learning about self is of interest to all of us, regardless of age. Developmentally, our egocentrism decreases with age, but it never ceases to exist. Students are now learning about themselves as schools seriously adopt psychological goals. Even though many schools have always stated psychological goals for their students, they had no systematic or conscious process to reach those goals. Once again it was just suppose to happen for students. Now something is being done about that. The use of psychological curricula, a conscious, systematic way of including psychological goals in the classroom.

Psychological curricula are sometimes called "affective" curricula because of the emphasis on the emotion dimension of students' learnings about themselves. We prefer the more inclusive term, psychological curricula, in which emotions are <u>one</u> of the dimensions of students' self-learnings. "Humanistic" is another term frequently used in referring to these curricula. This work is used variously to refer to a set of beliefs, an environment, a series of behaviors, attitudes or values, or a philosophy of learning; it does not provide clarity for describing these curricula.

Each curriculum described here is a set of learning experiences, activities, and materials developed by an author(s) around a particular theory or rationale leading toward a set of expected outcomes or psychological goals. Although these curricula differ widely in tightness of design, explicitness of goals, and overall sophistication, they have these characteristics in common:

1. They include psychological goals. (Goals which include learning about motivation, behavior, perception, self-concept)

2. They focus on the student learning about himself. (Learning about group and social behavior may be included, but generally as relates to the feelings and behavior of the person)

3. They elicit information from students about themselves. (They rely on the immediate first hand experience rather than third hand experience or information from books)

4. They emphasize the emotional aspect of students. (The student's feelings about himself and his world are priorities)

5. They encourage the use of specific interaction skills by the teacher. (Some of the skills are active listening, eliciting responses, reflecting)

One way to clarify a psychological curriculum, a new experience for most of us, is to compare it with a "psychology course," an old experience for most of us. A course in psychology is the study of human behavior. The students read textbooks which present the theories, the research, and the findings of experts in the study of behavior. But the goals and approaches utilized in the curricula surveyed in the following section, though they may eventually lead to an understanding of human

behavior, do not have that as their primary focus. Rather, the focus is the students' learning about and understanding themselves, with a clear and distinct emphasis on learning about their emotions. The study of self may correlate with the psychological concepts presented in any standard psychology course; but these psychological curricula use each student's experiences and knowledge, not the teacher's or the author's, as the beginning point for learning. The approach is inductive rather than deductive. The inductive process begins with the specifics of each person's life rather than talking about the universal concepts of behavior that apply to all men. A student may learn about his problems with a brother or sister by role playing and discussing a situation from his own family rather than reading the chapter on sibling rivalry which brings, "Most people...."

The emphasis on feelings or the emotional dimension of student growth is important in psychological curricula. Feelings in the classroom exist on at least two levels: 1. The feelings of students as content to learn about, i.e., "When I am angry, I sweat, get red in the face, and say whatever pops into my head." and, 2. The feelings of students as they naturally occur in the classroom throughout the day, i.e., "I'm mad. Sammy tripped me. So I hit him." In the first example, students are involved in a cognitive process of learning about affective content which may be done in a variety of exciting ways actively engaging the student's attention. In the second example, the student is at the moment experiencing an affective process; he is angry and needs help first in airing and expressing his emotions and then

later reflecting on what happened and trying to understand the situation. The difference between the two situations is like the difference between reading a driver's manual and driving the car. The curricula clearly include students learning about their own feelings, but the second example rests more on the teacher's ability to transfer skills and knowledge utilized in the curricula to situations as they emerge. Both are important and necessary for a person to function successfully.

While any teacher can use the curricula, there are skills that can help you maximize the effect of the curriculum. These skills include active listening (an awareness of not only what a person says, but how it is said) and eliciting responses which encourage the person's thinking and reflecting. Previously the acquisition of these skills has been readily available only to counselors and psychologists. However, the teacher in a daily relationship with twenty-five or one hundred twenty-five students can benefit as well from learning these skills now being taught in teacher education classes, communication workshops, and professional conferences.

There are of course postures which can work in a negative relationship to the goals of psychological curricula. The teacher who is on his "own trip" will soon be found out by students. The teacher who sees "rapping with students about feelings" as a way to get his own "warm fuzzies" is exploiting students and probably using their experiences to enrich his own meager emotional life. A discussion about values can be the perfect place for the teacher to promote his own values. These flaws can and do exist. There

is no magic to insure perfection. As with any other curriculum, you can stick to the guide and probably do "okay." Or you can master the basics and gradually add to your own skills that allow you to improvise within the curriculum. Or you can exploit the goals and structures of the curriculum and the students' trust and enthusiasm to fulfill your own needs.

Of course, there are routes other than psychological curricula for the deliberate inclusion of psychological goals in the classroom. For example, the teacher could use a variety of activities unrelated in rationale or in expected outcomes. Or a teacher can acquire attitudes and behaviors which make psychological goals an integral part of each activity in the day. We have chosen to discuss the route of psychological curricula because they are readily available to every teacher, generally require little additional training, often lead to change in teacher attitudes and behavior -- and because students enjoy them.

There are now several psychological curricula for every developmental level of students and any style of teaching. Few teachers, counselors, or administrators have the time to review or to try out all these materials to arrive at fully informed decisions about what is best for their particular students and situation, whether it be buying a curriculum package or creating their own.

In this guide you will find descriptions of curriculum units, activities, and books that are available. The listings are not all inclusive, but do include those that have been most

useful to a broad range of students, teachers, and administrators. Another section provides information about how you might fit some of these ideas and activities into your own school. Often we read about what someone else has done and say "well, my school's not like that" or "to use that would mean changing my whole style." Here are some clues for making your own choices among the pieces. After review and experience with these pieces, you may, like many school people, decide that you want to try your hand at the creation of a psychological curriculum to fit the needs of students and teachers of your community. We have outlined one possible process for this design and listed some pieces you might want to include in your curriculum.

But first is a list of books and materials for your use and learning. There are no assigned texts. Check the ones you've read or are familiar with. Star (*) the ones you'd like to locate and scribble out those you're sure can't help you. Yes, this is a bibliography. This listing will enable you to see quickly the pieces, the parts, the components of this rapidly expanding dimension of education.

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Titles: A Strategy for Teaching
Social Reasoning
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How Would You Feel
How Do You Know What Others Will Do
How Can You Work Things Out
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Our Feelings, Holyoke, MA: Scott Education Division.
Set of 6 filmstrips and cassettes which encourage children to talk about their own feelings

Raths, Louis, Exploring Moral Values: 15 filmstrips and records, Pleasantville, New York: Warren Schloat Inc.
A series of 15 filmstrips and records for children to clarify their own values.

Searching for Values: A Film Anthology, New York, New York: Learning Corporation of America.
An outstanding series of 15 15-minute films which present value dilemmas for viewers to use to clarify their own values. Available for rental.

## CHAPTER TWO

## SUMMARIES OF TEN PSYCHOLOGICAL CURRICULA

The books you have read or may read from the bibliography present some of the parts of psychological education: theory, history, activities, materials, processes, attitudes. A curriculum attempts to integrate and bring together all these parts into a meaningful and useful total. The curricula discussed here are:

DUSO -- Developing Understanding of Self and Others
Inside/Out
Focus on Self-Development
Human Development Program (Magic Circle)
Achievement Motivation
Values Clarification
Dimensions of Personality
Education for Student Concerns
Becoming: A Course in Human Relations
Exploring Childhood

We have selected several descriptive categories to provide you a systematic route to learning about these curricula. The descriptions are not designed to be evaluative, but to provide information to help teachers, counselors, administrators select curricula appropriate for their needs. The categories utilized with each curricula are:

TITLE: If the curricula has an official name and another name by which it is generally known, both are included.

DEVELOPER: We're sure more people are important to the development of a curriculum that are named, but the primary author(s) is included to identify further the curriculum and to provide an additional reference for you.

AGE/GRADE: Many curricula are developed around experiences and topics that commonly occur within a specific age range. You may want to look only at those curricula created for the students whom you teach or you may want to look at all curricula getting ideas for your own curriculum or teaching unit.

GOALS: The goal statements are generally quoted from a book introduction or teacher's guide. Some curricula have goals in addition to psychological goals.

SAMPLE TOPICS: A sampling of the focus of the self-content.

SAMPLE OBJECTIVES: Examples of objectives or expectations of student learnings are included. Some objectives are obviously more "behavioral" than others.

WHAT: What do you get when you buy the curriculum: a listing of the materials, books, discussion guidelines, directions, films, etc.

USE: Some curricula come with directions on time sequence, organization. These are included if available. When responsibility is left to the teacher, we have included our own suggestions, which are denoted with an asterisk*.

ASSESSMENT: If the curriculum comes with suggested procedures for gathering information about the learning of students, they are stated.

PREPARATION: Our suggestions for how to get ready to use the curriculum.

STRENGTHS: Our opinion about what seems to be the most outstanding features of the curriculum.

CAUTIONS: Our opinion about things to watch out for or to avoid with each curriculum.

AVAILABILITY: Where you can get it.

COST: How much it is.

VIGNETTES: An example of use of the curriculum.

There is no one best curricula or the perfect solution. You may decide you want to do something different in your classroom. You may be bored, or you know the content's not relevant, or the kinds aren't motivated, or you're not reaching them. You know

feelings have a lot to do with how people learn and that students might even want to learn about themselves and their feelings. Last summer you may have taken a class in which the professor kept talking about the "affective domain," or the principal sent you to a district-wide "Magic Circle" workshop or you've just returned from a conference where there was a lot of talk about "personal growth." You read a book, two books, that talked about turning kids on to learning about themselves. Regardless where you began, what you know, or where you are; there are curricula now that can help you help students gain more understanding of their life and world and improve your skills in relating to students.

At workshops on psychological curricula, people ask:

"Will it work with third graders?"
"What do I have to do?"
"What will the kids get out of it?"
"Can I buy just one curriculum and use it in every grade of my school?"
"What's so different about it?"

Questions like these and many more are answered in the descriptions that follow.

TITLE: DUSO (Developing Understanding of Self and Others), Don Dinkmeyer

AGE/GRADE: 1 kit for grades K-3; 1 kit for grades 4-6

GOAL: "To help children better understand social and emotional behavior."

SAMPLE TOPICS:
Understanding and Accepting Self
Understanding Feelings
Understanding Others
Toward Self Identity
Toward Friendship
Toward Responsible Interdependence

SAMPLE OBJECTIVES:
1. Learning to share and to understand that giving does not require receiving.
2. Assisting the child to discover his strengths, but at the same time accept some lack of success in his endeavors.

WHAT: A large metal case which includes puppets, puppet activities, records or cassette tapes, role playing cards, group discussion cards, posters and detailed teacher's manual.

USE:
Units designed for daily use
Total class or smaller groups
More than enough material for a year
May be used with children each year as they move through grades if teachers together plan what activities they will use.

ASSESSMENT: Continuation of field testing by developers.

PREPARATION: Study the guide. Decide which techniques to do.

STRENGTHS: Kids love it. The variety of activities keeps children interested.

CAUTIONS:
Student involvement high -- sometimes noisy.
If one technique doesn't work for you with your class, try another. Some have more success with puppets, some with role play, etc.

AVAILABILITY:
American Guidance Services, Inc.
Publishers' Building
Circle Pines, Minnesota 95014

COST: $98.50 per kit

VIGNETTE:

Kathy is doing her student teaching in first and second grades. At a conference with Mrs. Monroe, her university supervisor, Kathy asked for ideas that would help students to get along better with each other and work on self-concept. Mrs. Monroe arrived for the next conference with Kathy and the first and second grade teachers with a heavy, blue metal case; a DUSO kit. They all spent the next hour playing with the puppets, listening to the songs, studying the teacher's manual and going over the activities. Kathy and the teachers decided to try the unit "There's No One Just Like Me" to see how it went with the students.

DUSO, a blue dolphin puppet, was a huge success. Student involvement in the activities was high. Using puppets, students could talk about their feelings, knowing DUSO would understand. Kathy also used the theme related role play cards. They could provide opportunities for physical movement by the total class which Kathy believed was important. The "DUSO" song was soon heard on the playground and in the halls, as well as during "DUSO" time. When the kit went back to the university for someone else to try, the teachers requested that the school buy one of each of the two kits.

| | |
|---|---|
| TITLE: | Inside/Out<br>National Instructional Television Center |
| AGE/GRADE: | 8 to 10-year-olds |
| GOALS: | "To promote the well-being of children"<br>"Emphasizes communication skills, involvement of the learner, and interacting with others"<br>"Relies on student listening, valuing, and decision-making" |
| SAMPLE TOPICS: | Dares, divorce, crushes, death, fear of failures, strong feelings. |
| SAMPLE OBJECTIVES: | "To help children develop an awareness and understanding of the effects of strong emotions on the body, and to lessen their fear of these reactions." |
| WHAT: | Thirty 15-minute films.<br>Teacher's guide with synopsis of film stories, discussion questions, and follow-up activities. |
| USE: | Most ETV channels show one film a week, at two different times during the class day.<br>Teacher previews the film and plans for film use.<br>Students view film with follow-up discussion.<br>Theme related activities on following days. |
| ASSESSMENT: | None |
| PREPARATION: | Read the Guide.<br>A 30-minute film for teachers "About Inside/Out" is sometimes shown at beginning of series.<br>Workshops have been held in many states to assist teachers in developing communication skills for the successful utilization of Inside/Out. |
| STRENGTHS: | The films are very high interest for students.<br>There is emotional identification with the situations and characters. |
| CAUTIONS: | Some film content is not perceived by older 5th graders as relevant to them -- "that's kid stuff."<br>Some teachers find several of the topics disturbing to themselves and question the legitimacy of the content, e.g., death, divorce, for the classroom. Do not expect your reaction to the film to be the same as the students'. The films have been used successfully with many students, but if you are not enthusiastic or comfortable with a certain film, don't use it. One purpose of these films is to allow students to express |

freely their concerns and experiences. You won't be helpful to them if you "can't talk about it," so skip it.

AVAILABILITY: National Instructional Television Center
Box A
Bloomington, Indiana 47401
Individual 16mm films or video cassettes available for preview and purchase.
Teacher's Guides available from NIT or your State ETV office.

COST: Shown on ETV

VIGNETTE:

Bill is a first-year teacher in the third grade. He's swamped with all the daily plans and preparation needed to teach math, reading, social studies, science, language arts, and music to twenty-seven students. He stays at school till five every afternoon and even then has to take work home with him.

In the teachers' room he heard talk about "Inside/Out" and how glad people were that it would be shown again this year. Knowing that the third graders hadn't had access to it before, Bill got a viewing schedule and a teacher's guide from the state ETV office. On Monday afternoon after school, he previewed the week's show and chose follow-up activities from the guide.

Bill feels good about the series. He's doing something new and important with kids. His preparation is minimal, he uses the program at no cost to the school, and he knows that it is a professional series with national and state endorsement.

P.S. He too enjoys the films.

TITLE: Focus on Self-Development: Awareness
Responding
Involvement

AGE/GRADE: K-6

GOAL: "To develop the child's understanding of self, others, and environment."

SAMPLE TOPICS: Feelings involved in sharing, siblings.
Causes of problems.
Seeing both sides.

SAMPLE OBJECTIVES: From Stage One: Awareness
To promote understanding of the needs, attitudes, and behaviors of older children.
To develop the child's awareness of his feelings.

WHAT: Three kits with filmstrips, pupil activity book, photo boards, and teachers' guide.
Stage One: Awareness K-2
Stage Two: Responding 2-4
Stage Three: Involvement 4-6

USE: Twenty units to be incorporated as part of the school day in each kit.
Can be used by several teachers.

ASSESSMENTS: Field tested for revision of materials.
A list of changes that the teacher might observe in pupils after using.

STRENGTHS: Several different techniques and activities in each unit from which to choose.
Outstanding filmstrips.

CAUTIONS: In creating discussions that "work" the teacher must follow the suggested techniques of reflecting, paraphrasing, listening, mirroring. This takes practice and conscious effort for most of us.

AVAILABILITY: Science Research Associates
259 East Eric Street
Chicago, Illinois 60611

COST:

| | |
|---|---|
| Stage One | $108.00 |
| Stage Two | $154.00 |
| Stage Three | $121.00 |

VIGNETTE:

Sam Dugas is an elementary school guidance counselor. In September Sam arranged to do an inservice workshop with all the elementary school teachers. He designed the workshop to introduce teachers to the Focus on Self-Development Curriculum and to schedule times when he could be in the classroom with each teacher team teaching various lessons from the curriculum. In this way Sam had contact with each student and teacher which was important for his work as a counselor. Through his teaming with each teacher, he was able to assist teachers individually with the techniques of perceiving and responding that were crucial for the successful utilization of the curricula.

Once the year got underway and teachers were using the curriculum, three montnly meetings were arranged so that Sam and the teachers could work on the common concerns they had in teaching this new content area.

| | |
|---|---|
| TITLE: | Human Development Program (Magic Circle)<br>Harold Bessell and Uvaldo Palmares |
| AGE/GRADE: | Preschool through 6th grade. |
| GOALS: | "To improve communication between the teacher and the child."<br>"To give children the opportunity to become constructively involved in developing their own personal effectiveness, self-confidence, and an understanding of the causes and effects in interpersonal relationships." |
| SAMPLE TOPICS: | Helping children to achieve "awareness: knowing what your thoughts, feelings, and actions really are; mastery: knowing what your abilities are and how to use them; and social interaction: knowing other prople." |
| SAMPLE OBJECTIVES: | "Improve self-control and ability to listen and express."<br>"Ability to distinguish between reality and fantasy."<br>"Begin coping with mixed feelings." |
| WHAT: | With daily topics for circle discussions with groups of students. Manuals include guidelines for structure of discussion.<br>Theory manual and book guides. |
| USE: | 20 minutes daily.<br>Keep participants consistent -- start new circles for new participants.<br>Follow the teacher's guide for dealing with problem situations and improving your facilitation skills.<br>Gradually transfer group leadership to the children. |
| ASSESSMENT: | None |
| PREPARATION: | Participation in a "Magic Circle" workshop, preferably one in which you lead circles with children.<br>Read the manuals. |
| STRENGTHS: | The circle structure provides an open and secure environment where children can freely talk about their feelings and concerns.<br>Students are listened to. |

CAUTIONS: Have another teacher who is using Magic Circle observe you to provide feedback on your techniques in leading the circle.
If you're talking more than 10% of the time, you're talking too much!
Don't fall into the trap of "saving feelings" until circle time.

AVAILABILITY: Human Development Training Institute
7574 University
La Mesa, California 92011

COST: One book for each level at $9.50.

VIGNETTE:

Last summer Julie and Louise attended a two-week workshop for teachers in their district on the Human Development Program. After the leader described the set of sequential topics to be discussed, time was spent in acquiring the skills necessary for effectively leading circles with children. It was hard to listen to all the participants and hear the feelings along with the words and then be able to recall all the information shared in the circle on a topic. Accepting others' statements without asking more questions was hard for teachers used to questioning. The skills had sounded so simple to Julie when she first heard them, but trying to use them in leading a circle was a very different matter.

Individually, both Julie and Louise might have decided not to use the program; but with each other's support, they decided to go ahead. They made arrangements to combine their second and third grade classes for forty-five minutes each day so one could do circles in the one room while the other worked with the rest of the students.

The students in the circle got to know each other in new ways. They shared good and bad feelings, things they'd done to

make their parents proud, something they'd done that was hard for them. Through recalling achievements and good times, they began to gain a greater sense of their own power and self-confidence.

Soon more students wanted to do "Magic Circles" than Julie and Louise had time to do, so Louise talked to the principal about having a workshop to train other school staff, teachers, parent volunteers, and classroom aides. With additional staff trained, circles could be done by more students on a more consistent basis.

TITLE: Achievement Motivation
Alfred Alschuler, Diane Tabor, and James McIntyre

AGE/GRADE: 6-10 grades

GOALS: "To increase students' need to achieve, that is, their desire to strive for their own kind of excellence."
"To offer the student maximum opportunity to examine the potential importance of the need to achieve to the development of his self-concept."

SAMPLE OBJECTIVES: To help you develop a clearer image of who you are.
To help you discover what you want.

WHAT: Student booklets - Ten Thoughts, Who Am I?, Aiming
Teacher booklets - Text, Ring Toss Game, Origami Game

USE: Semester course
One hour a day
Classroom group

ASSESSMENT: None

PREPARATION: A 10 session, self-organized workshop in which you go through the course as a student using the TEACHING ACHIEVEMENT MOTIVATION manual.
Independent study of materials.

STRENGTHS: Students are interested in the readings.
Self-focus of learning is perceived as relevant by students.

CAUTIONS: The complexity of the process and terminology is often confusing for both students and teachers.
Organizing the materials into 50-minute periods is difficult. Find another teacher who is also interested in teaching a class so that you can plan together.

AVAILABILITY: Educational Ventures, Inc.
209 Court Street
Middletown, Connecticut 06457

COST: Introductory mini-packet $10.95
Approximate cost classroom set $65.00

VIGNETTE:

Last spring, the social studies department of Eva Pitts Junior High School decided to offer several elective courses for ninth graders that went beyond the regular geography, American history and economics courses. Claude, a teacher concerned about the lack of interest and motivation among students had heard about the Achievement Motivation course and decided to try it. He ordered materials in the spring budget and then worked through the manuals, tried out some of the games, computed his own achievement need, and made a tentative lesson schedule for the classes.

The year began with the "Who Am I?" booklet. The students read their palms and discussed their beliefs about fate and chance. They began to learn more about self-responsibility, how they set their own goals, their chance of success, and obstacles or barriers to achieving their goals. Through an origami game, they looked at their goal-setting under pressure, the rewards and punishments for goals, and shared responsibility. They talked a lot about their goals in school, their chance of success, and the things in their way.

At first, Claude was a little overwhelmed by all the materials, games and preparation, but as the class got into the booklets, his concerns disappeared. Students were interested in what they were learning about themselves.

TITLE: Values Clarification
Sidney Simon, Leland W. Howe, Howard Kirschenbaum

AGE/GRADE: Grades 7-12; teachers can adapt activities for younger children.

GOAL: "To help young people....build their own value system."

SAMPLE TOPICS: Areas of personal values -- death, marriage, love, ecology, smoking, friends.

SAMPLE OBJECTIVES: None

WHAT: Series of books with activities for classroom use which may make up a separate course or be included in regular subject area courses.

USE: Explanation of the valuing process and then, valuing activities on a consistent basis as part of the regular subject area courses.

ASSESSMENT: None

PREPARATION: Read the books.
Attend a values clarification workshop.

STRENGTHS: Can be incorporated into existing discipline with ease. Little planning is necessary.
Abundance of materials available.

CAUTIONS: There are no "right" answers in these activities. If you think you have the "right" answer, don't use these activities.

AVAILABILITY: For a complete list of books, articles, and materials utilizing this approach write:
Values Associates
c/o Adirondack Mountain Humanistic Education Center
Upper Jay, New York 12987
or
c/o Box 846
Amherst, Massachusetts 01002

COST: Materials vary from $4.00 to $60.00.

VIGNETTE:

Beth, a teacher at the junior high school, was planning an ecology unit. The science coordinator suggested she include some

value clarification activities which would give an added personal dimension to the complex goals involved in ecological questions. Beth found the books in the professional library, but then bought her own copies in the local bookstore. After looking at the materials, Beth found the activities would not only make the unit more relevant to students, but would also add new learning experiences valuable for students' development.

Her unit began with a study of the seven-step valuing process outlined in the books she had. Then the students began the ecological study of the playground area -- where they discovered an inhabited prairie dog village! The students' early introduction to the valuing process was put to use immediately as the community, school board, and students wrestled with the issues of how a prairie dog village could survive in a suburban area earmarked for a school playground. The value dilemma of "ecology or progress" provided a real life experience for students' clarification of their own value system.

TITLE: Dimensions of Personality
Carl Fischer, Walter J. Limbacher, et. al.

AGE/GRADE: K-12

GOALS: "To give the student a greater understanding of his own behavior and that of the people around him."
"To give the child enough understanding of his emotional life and his relations with others that he can change his behavior if he wishes."

SAMPLE TOPICS: Development of Self-Image
Emotional Development
Intellectual Development
Physical Development
Social Development

SAMPLE OBJECTIVES: To introduce two basic human needs.
To point out the necessity for having rules and abiding by them in any group.

WHAT: Teacher's manuals
Student texts:
K -- Let's Begin
1 -- Now I'm Ready
2 -- I Can Do It
3 -- What About Me
4 -- Here I Am
5 -- I'm Not Alone
6 -- Becoming Myself
Jr. Hg. -- Search for Meaning
Sr. Hg. -- Search for Values

USE: Separate course with whole class
Activities, reading, and discussion

ASSESSMENT: Informal observation of changes in child's behavior by parent and teacher.

PREPARATION: Read teacher's manual.

STRENGTHS: A scope and sequence of content areas which provide a clear total organizational structure for the series K-6.

CAUTIONS: The class activities are creative and exciting for students, but it is easy to rely on the written text and omit the class activities.
Activities and objectives are only in teacher's manual.
Spirit masters for activities also available.

AVAILABILITY: Pflaum/Standard
38 West Fifth Street
Dayton, Ohio 45402

COST:
K -- $39.95
1-6 -- $7.56 per 4 students
Teacher's Manual -- $4.90
Jr. Hg. -- Search for Meaning -- $44.95
Sr. Hg. -- Search for Values -- $44.95

VIGNETTE:

At the end of the school year, the principal announced at a teacher's meeting that the school system had decided the "Dimensions of Personality" curriculum would be adapted for use in grades K-6 next fall. Jim, who'd been looking around himself for a program with psychological goals, felt that the school administrators had chosen wisely. Parents were expected to be involved. There was enough reading to reassure parents with a concern for the academic education of their children, and the activities provided for the total involvement of the students.

In September, Jim started by getting his students involved in the activities, before doing any reading. Tom, who taught across the hall from Jim, decided that the activities took up too much time and were noisier than he liked. So he had the students do the reading and write down the answers to the questions at the end of the chapter. In November, Tom asked Jim, "How come you spend all that time on that psych stuff?"

Jim said, "Remember how much you've forgotten of your psychology courses in college? Without the activities, this would be a watered-down psych course. They're learning about themselves through their own concrete experience and that's the only way it makes sense to fourth graders. I just think its really important that kids get help in learning to live with each other."

TITLE: Education for Student Concerns
Affective Education Research Project,
The School District of Philadelphia

AGE/GRADE: Grades 9-12

GOAL: "To teach the processes through which students can exert some control over their own growth."

SAMPLE OBJECTIVES: (Process)
Sensing through focusing
Transforming through analysis and symbolization
Choosing to understand when it is important to make a choice, and what happens when people don't.

WHAT: Complete daily lesson plans for 2 courses:
Communications and Urban Affairs
Teacher's guide includes description of the "what, now what, so what," process used in both courses.

USE: Semester long courses designed for 2 hour classes
Intended to be sequential
Classroom group

ASSESSMENT: Pre and post assessment for students: Philadelphia, Self-survey

PREPARATION: Work through some of the activities yourself
Understand the "what, so what, now what" process

STRENGTHS: The provision of activities which include physical movement is a real bonus.

CAUTIONS: The process emphasis is frequently lost from the activity as most class situations are 1 hour long rather than 2 hours in the design.

AVAILABILITY: Individual copies may be ordered from:
Philadelphia Public Schools
Affective Education Development Program
Board of Education, Room 323
21st and Parkway
Philadelphia, Pennsylvania 19103

COST: $2.00

VIGNETTE:

Mary Sue was at her wits end. This year her teaching schedule included three-tenth grade English lit classes, a twelfth

grade Shakespeare seminar and a twelfth grade basic English class for "the flunkies." Just as she had expected, the Shakespeare class was great, the lit classes were going okay, but the basic English was deadly. Nothing seemed to work. They came to class dragging and quickly dropped into daydreaming or note passing regardless what she tried.

Each weekend, she'd go through materials trying to locate something that would make sense to them. In a talk with the curriculum supervisor, he suggested she take the communication course plans from Education for Student Concerns and see if there were anything there that she could try. So she abandoned her lesson plans and told the students they were going to learn about themselves; personal and intrapersonal growth. They began with the process of sensing: getting information through their senses. The junk man lesson was a huge success; the students were alert. With this small encouragement, Mary Sue continued to develop and expand the lessons trying to stay with the students' interests rather than lose them to boredom again. She felt more at ease with the activities on symbolism because of her English background, but the focus of her attention was still on keeping the active involvement of the students.

TITLE: Becoming: A course in Human Relations
Chester R. Cromwell, William Ohs, Albert E. Roark, and Gene Stanford

AGE/GRADE: Grades 7-12

GOALS: To increase students' understanding of themselves and enhance their ability to relate to others.

SAMPLE TOPICS: Three modules -- Relating
Interaction
Individuality

SAMPLE OBJECTIVES: From the "Perceptions" chapter: "Participants will discover how reversing roles in conflict situations can change the perceptions of the persons involved in the conflict."

WHAT: Three kits, one for each of three Modules. In each kit is a comprehensive Leader's Guide, 30 copies of an 82-page Personal Log (for students), and pre-recorded cassettes, picture cards, game money, and other devices.

USE: Each "Investigation" is designed to be completed in a single class period. When used daily, Becoming can constitute an entire course in personal growth and human relations; or individual lessons can be used to enrich language arts or social studies courses once or twice a week. Each "Investigation" can be expanded to up to two hours.

PREPARATION: Study the materials.

STRENGTHS:

CAUTIONS:

AVAILABILITY: J. B. Lippincott Company
Educational Publishing Division
East Washington Square
Philadelphia, PA 19105

COST:

VIGNETTE:

Sandy Yates attended the recent national convention for social studies teachers and spent a day browsing in the book

exhibits looking for new classroom materials. At the Lippincott booth she saw the new Becoming series which looked interesting so she filled out a card requesting more information. The sample materials she received later in the mail clearly held her interest because of the focus on interaction. She knew a good discussion didn't just happen, but that it was a skill students learn. She'd never seen any classroom materials that consciously encouraged students to look at their own role and behavior in the class as a member of a group.

At the next department meeting Sandy asked the chairman to write a letter to get the total curriculum so that all the department members could study the materials to see if there was enough interest to purchase it for the next year. Sandy knew building of interaction skills had always been a dimension of the social studies curriculum, but she hadn't focused on it before. This curriculum has the possibility of making communication and interaction skills a real part of the class content.

| | |
|---|---|
| TITLE: | Exploring Childhood: Educational Development Center |
| AGE/GRADE: | Junior and Senior High School Students |
| GOALS: | To learn about child development.<br>To prepare for working with children as parents and teachers.<br>To learn about themselves. |
| SAMPLE TOPICS: | Three modules:<br>Working with Children -- Getting Involved, Doing Things, What about discipline?<br>Seeing Development -- Looking at Development, Child's Play, Child's Eye View<br>Family and Society -- Childhood Memories, Beyond the Front Door, Keeping Children Safe |
| SAMPLE OBJECTIVES: | To help students become competent with children.<br>To help students understand how a child sees the world.<br>To help students gain a sense of the biological and social forces that influence the development of a child.<br>To help students explore their own identity. |
| WHAT: | Student booklets<br>Films<br>Records<br>Charts<br>Teacher Guides<br>Inservice seminars for adults working with the students |
| USE: | A year-long course (may be used in shorter segments). To be done in conjunction with field based site work in day care centers, nursery schools |
| ASSESSMENT: | Self-evaluation materials are part of Evaluation Strategies Booklet |
| PREPARATION: | Work through the teacher's guides<br>Attend the 5 inservice seminars offered through EDC |
| STRENGTHS: | Field based experiences with children for students.<br>All theory is built on and derived from students' direct experience with children. |
| CAUTIONS: | The materials are voluminous.<br>The booklets are not designed to be done wholly |

or in a specific sequence. They are to be used when they are relevant to the experiences and questions of the students.

AVAILABILITY: Exploring Childhood
Educational Development Center, Inc.
15 Mifflin Place
Cambridge, MA 02138

COST: Total full year program without films $400.00.

VIGNETTE:

Rosemary, a high school home economics teacher, is teaching a new "Parenthood" class, using the Exploring Childhood materials. After reading about the materials in an EDC newsletter and deciding that she wanted to be a part of this exciting new program, she began the lengthy process of getting budget approval, setting up the field sites, scheduling the seminars, etc.

The twelve boys and girls in grades 10, 11, and 12 spend four hours a week in a day care center and meet with Rosemary twice a week to prepare for and share experiences. Rosemary is convinced that the class is worth all the work it took to get it going. The students are learning about themselves through their work with children. Developmental theory and learning theory become relevant as students explore their own modes of learning and teaching. Feelings of both themselves and the children are an integral part of the curriculum, beginning with Peter who is sure that little kids don't like him.

Rosemary and the field-site teachers are attending the five seminars by EDC offered in their area. The seminars help them acquire the teaching skills and knowledge necessary to use these materials. To help students arrive at their own ideas

of parenthood based on experiences beyond and including their own upbringing, Rosemary must learn how to ask open-ended questions, provide sequential group experiences, and establish guidelines for experiences outside her classroom. It is hard work, but exciting because the class is alive with talk based on the field-site experiences. The students' learnings about themselves can have long-range effect on how they raise their own families.

## GUIDELINES FOR CHOOSING PSYCHOLOGICAL CURRICULA

In the preceding pages you have looked at representative psychological curricula one at a time and piece by piece. Perhaps you read of several that sound as if they might fit your needs and you want to decide on a curriculum to try out. Remember that psychological curricula in schools is an emerging fuzzy field where there are few guidelines for decision-making. An accurate picture of the field can be found only through putting the pieces back together again. What do you see when you look again at the representative whole, these curricula?

The intended goal/s of each curricula is similar, even though the words may vary. The sameness and fuzziness of these goals, however, make them inadequate as a basis for choosing a particular curriculum. Rather, the goals are most useful for understanding what makes a psychological goal different from a cognitive goal. "To better understand his own feelings" is clearly different from "To create statistical analyses of responses to polling instruments." Psychological and cognitive goals are not necessarily mutually exclusive. They may or may not overlap, depending on the processes or activities used to explore the content. Students could explore their feelings of success and failure in working with statistics, or they could explore statistics through an analysis of a poll of Americans' feelings about their successes and failures in life. Both explorations would touch cognitive and psychological areas, but the primary focus of each goal stated would be either psychological or cognitive. Some

of the psychological curricula described include activities which integrate psychological and cognitive, but we stated only the psychological goals in the descriptions.

If the list of goals of various psychological curricula does not help you decide which curricula you want to try out, look at the objectives, specific steps leading toward the goals. Several of the curricula do have separate objectives for each activity, film, chapter; others do not. Although you may feel more comfortable with a set of specific objectives, the lack of such clear objectives is not an indication of the curriculum's success with students. Rather, it is an indication of possible work for the future.

Several curricula were developed by individuals or small groups before "competency" and "accountability" became by-words. These curricula were used locally, thought to be understood by participants, and did not have to be explained by anyone other than the developer. The greater specificity of later curricula, including objectives and sequences, may be a result of the need for clearer description to a national market, the present interest in "accountability", or the increasing refinement and sophistication of psychological education in general.

All ten of the curricula described have stated goals, but very few offer any procedures for assessment of progress toward those goals. Most curricula do not raise the question of assessment. Others state that they rely on informal observations of changes, and the teacher is asked to decide what to observe and to determine what constitutes change. A few curricula now

include the use of validated assessment instruments to measure student progress toward the goals, but in most cases assessment of student learning lies with the individual teacher. And it rarely gets done. (See pages 63-69 for some help.)

If, after reading the previous descriptions, you found the statements about goals, objectives, and methods of assessment insufficient in helping you decide on a curriculum, what else can help you? Central to these curricula are the activities that create learning experiences for students.

Look for the activities whose process and content are most likely to grab the students you are working with or that are most likely to excite you. Puppets, films, quietly sharing new information, pantomines, ring toss games, listening to music, role playing -- what will most quickly engage the attention of the students? Which topics most concern the age students you work with -- death, sex, fears, family, winning, losing, parents, being a parent? The greater the students' involvement and interest, the greater the likelihood of learning.

After using preview materials, books, and activities from the teacher's guides; you will have information about curricula and activities that students enjoy, ask to do more of, and seem to learn from. In making a decision among these, you might choose the curriculum that you enjoy the most, that costs the least, that encourages teachers to work together, or that the school board recommends. Or you may not choose a curriculum at all. If you do not wish to spend the time and energy necessary to convince teachers, the school board, or the superintendent to

buy a certain curriculum, or if the money simply isn't available, or if you'd just rather do it yourself -- you may decide to buy several books, gather materials, and spend the time and energy putting together your own curriculum. (It's more fun if you have friends to help.)

## CHAPTER THREE

## TEACHER DESIGNED PSYCHOLOGICAL CURRICULA

"Experience is the best teacher."

Recent research has revitalized the cliche and given us new evidence of its truth. Combs says it this way...information will affect an individual's behavior only in the degree to which he has discovered its personal meaning for him.[2] The discovery of personal meaning may occur in an experience where all the pieces fit together, an epiphany. The way to figure something out, to discover its pieces and their meaning for you, is to do it yourself -- be it a boat, a souffle, or a psychological curriculum. The process of doing coupled with reflection and articulation leads to learning.

Many schools have always been their own curriculum-makers for a variety of reasons: lack of money to buy "expert-designed" curricula, desire for a better "fit" between students and the curriculum, etc. Here is an outline of how one group of college students and staff members went about building a psychological curriculum. They decided to pool their resources and try building a curriculum as a step in learning more about themselves, in learning more about psychological curricula, and in becoming more effective teachers. All had previous experiences

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[2]Arthur W. Combs, The Professional Education of Teachers, Boston: Allyn and Bacon, 1965, 28.

teaching in public schools. All had utilized several of the psychological curricula previously described. All had participated in classes, workshops, or conferences which dealt with counseling techniques, learning about themselves, group processes, or communication skills. None of the participants had previous experience in curriculum design, but all were willing to try and later to follow through with the implementation of any curriculum that grew out of their efforts.

The design project and the curriculum product are described using these categories:

Age/Grade
Goal
What
Suggestion for Use
Assessment
Preparation
Strengths
Cost

AGE/GRADE: Ages 6-12, Grades 1-7

A curriculum for whom? Students in grades 1-7. Each participant worked with children in different grades, and they all wanted a curriculum each could use with minimal re-design. Obviously they were looking for a challenge. "Magic Circle" has a separate program for each level, "Inside/Out" works best with 8, 9, and 10's. Could they build a curriculum that could be utilized with all children 6-12 years old? Considering the developmental differences of children, this job was like trying to build one house in which members of four generations could all live happily ever after.

GOAL: To increase the depth of self-knowledge by students

The intent was to make "self" a part of the school curriculum, like reading or music. They wanted to have a time each day when the students' would be learning about themselves, but they needed to clarify what they meant by "self." What were the parts of "self?" What parts of "self" were most important for children to explore? Obviously a survey of student opinions would have been useful here, but not having immediate access to students, they started through the psychological curricula guides and their old psychology textbooks looking for answers. In this way, they arrived at a meaning of "self" that included physical, emotional, mental, and social parts. The goal of students learning more about these four parts of themselves, while focused, was sufficiently broad to allow creativity to flourish as the builders began to design their curriculum. An assessment instrument was

essential if they were to know if they had accomplished their goal of increasing self-knowledge. Thinking about assessment was simultaneous with deciding the goal.

WHAT: Activities based on wizards, astrology, wheels of fortune, the magic of the unknown.

The curriculum builders next went to work to find the grabby idea -- an idea that would provide a base for the designing of the activities. They didn't have the time, money or skills to produce films like Inside/Out or music like DUSO; they needed an idea. The process went something like this:

> "What's something that kids like to do at all ages?"
> "Play card games."
> "Card games, card games..."
> "Yeah, games of chance, unknown."
> "Chance, fate..."
> "Yeah, like dice and wheels and guessing and riddles and..."
> "My son always reads his horoscope for the day."
> "Sense of mystery, unknown, fate..."
> "Hey -- wizards, crystal balls, magicians, monsters, horoscopes, palmistry, games, swamis, fortune tellers, fate, weird stuff, luck and --."
> "Hey, we've got it."

They had an involving theme which provided a consistent starting point for activities. A quick trip to the newstand, dime store, and bookstores reaped all the basic "literature" necessary for learning more about these mysteries that they were sure were of interest to students of all ages.

Now, how to create activities which could allow all children ages 6-12 to participate at their own level of development? The route seemed to be: have an activity that elicits information from the child and then use that information in the

rest of the activity. In this way, the different ranges of experiences, perceptions, and abilities could not only be accommodated, but built upon.

To try out the hypothesis about chance or fate, they made wheels with dials and feeling words, from the wheel of fortune idea. The students would spin the dial and pantomine the various feeling words that came up. Younger children will use different actions from older children to illustrate the feeling words. (See appendix for complete activity.)

Convinced by their own pleasure and learning that this approach would work, the participants developed more activities. No, they did not decide on a list of objectives that would work toward their goal of increased self-knowledge and then create an activity for each objective. They played, pushed ideas around, talked through activities, rejected parts, did activities and then went back to the drawing board. As they created activities in the midst of the fun and confusion, the focusing thought was always "What can I learn from this?" As activities moved out of the first draft stage, the group began to clarify the objectives met by each activity.

In the case of the missing kickball the process went like this:

> "This problem solving thing isn't going anywhere. Why not begin with a mystery -- and do something with the way we solve mysteries."
> "What's that got to do with me?"
> "Your behavior with others -- are you quiet, helpful to the detectives, getting in the way, throwing in silly clues?"
> "You could have a whole bunch of clues; each kid would get one. Some would be silly, some extraneous, some right to the point."

"They could observe, play with their own group problem-solving behaviors."
"My first graders don't know what you mean by behaviors."
"Try, 'What are some ways kids act when they have a problem to solve?'"
"So, what's the objective?"
"Learning about their own behaviors????"
"More....."
"Each student will be able to list his own behaviors in the group."

(Refer to the appendices for this complete activity.)

As individual activities were developed, patterns of how participants were making decisions of what to include and what not to include emerged. These patterns became the criteria for making decisions about the curriculum parts. These criteria were:

1. All participants thought the activity could be done with their class.
2. Students would be learning about themselves.
3. The activity interested the participants enough that they wanted to do it themselves.
4. Students actively did something other than read and write.
5. Another teacher could read the directions and be able to do it.

At this point groups selected activities to develop in detail and write the second draft. Now there were some activities with objectives. One activity had to come first and one last. Not surprisingly, the first activity tried also became the initial activity in their curriculum. The activity was conceived as an introduction to the four parts of self and as a self-information recording instrument for students. The activities were sequenced by topics beginning with the most obvious information, physical characteristics of self, and ending with the least obvious, the unconscious dreams we have.

The following is a sample sequence of objectives from their curriculum:

> The students will be able to state the dimensions of man's development and to identify characteristics of self in each dimension.
>
> The students will identify moods and know what can change them.
>
> The students will know that people value different characteristics of self.
>
> The students will know that the same feelings can be seen in different behavior

This sequence seemed logical to them at the time, but they were aware that when they implemented the curriculum, the sequence would probably change based on the difference in the children's perception.

SUGGESTIONS FOR USE: 45 minutes a day for 20 consecutive days.

Previous teaching experience with the use of other programs on a weekly or intermittent basis convinced the group members that learning was more likely to occur for elementary and junior high students if they worked with the curriculum each day. The 45 minute time was decided on to accommodate the fact that many participants were in departmentalized schools with 50-55 minute periods. In reality, a 55 minute activity had to include several short parts so that students could change what they were doing several times to engage those with shorter attention spans.

A sample schedule for 55 minutes:

Elements of Life

10 min. 1. Present astrological groupings based on the elements.

| | | |
|---|---|---|
| 10 min. | 2. | Draw the element of your birthday on your silhouette. |
| 5 min. | 3. | Form a group with all those born under the same element. |
| 10 min. | 4. | Create a list of the ways you are all alike. |
| 5 min. | 5. | Tack lists to board. |
| 15 min. | 6. | Discussion of "Sames" |

(Refer to appendices for complete activity.)

There was no magic in the decision to teach the curriculum for twenty days. Four weeks represented the amount of time most participants would be teaching at one grade level before moving on to another school or group of students. They did feel that this was sufficient time to determine if their curriculum held interest for students and if it held the potential to increase students' self-knowledge.

ASSESSMENT: Pre/post test; "Who Am I?"
Daily reaction sheets for each day
Informal observation by other participants and staff
Student silhouettes

The curriculum builders wanted to know if their efforts had been successful. They approached assessment by asking the question, "What information do we want?"

The questions they wanted answered were:

1. Did the curriculum increase students' knowledge about themselves?
2. What was the information in students' "own words" that was elicited by the activities? What were they learning about themselves?
3. What changes were made in the activity to make it work for the level of students in a given class?
4. Which activities were most enjoyable for the teacher?
5. Which activities were most enjoyable for the students?
6. Would the teacher use the curriculum again?

The participants needed mechanisms for collecting information about these questions, especially one and two. The creators assumed that students would learn and have fun doing the activities, but they couldn't rely on their own perceptions as a measure of what students would learn about themselves. They knew they needed a basis other than each teacher's intuition, especially if their intuitions differed about what students learned. They selected the "Who Am I" test developed by Barbara Ellis Long to be used as a pre and post test which measured quality of responses about self. (This test is included in the appendices and further details regarding its use may be obtained by writing to Dr. Long.) Additionally, they decided that each participant would administer the "Who Am I?" test to a control class in the same school at the same level. This would provide surety that changes in self-knowledge which might have occurred in a participating classroom during this time did not come from factors other than the curriculum -- such as a changed environment in the whole school.

Another way of getting information was to find a means for students' recording of their self-learnings. A journal might be difficult for the younger children, and the group wanted an activity other than reading and writing. The initial student silhouettes were used as a place to record what they were learning about themselves. Problems arose because of limited space to hang the silhouettes and limited time for recording. Fridays were then designated as a time when students could reflect back on the week,

pull together the pieces of learning, and then record their information in a variety of creative ways on their silhouettes.

In lieu of a final "exam," pairs of students completed their own "Declaration of Me," which were then taped together to form a class scroll that could be saved. (See Appendix) This scroll provided more information for answering the participants' questions about what students were learning.

A daily reaction sheet for the participants was designed to obtain information about the effectiveness of each activity and to share the happenings among participants.

# DAILY REACTION SHEET ON CURRICULUM

Name of Activity:_____

Date:_____ Name:_____

Time Spent:_____

1. Student involvement in activity Low_____High

2. Degree of student confusion Low_____High

3. Did it seem like activity worked toward our intended objective?

   Yes_____ No_____

4. Examples of information students came up with about self?

   a.

   b.

   c.

   d.

5. Does activity need ANY changing or refining from the original design?

   Yes_____ No_____

6. Your personal reaction to teaching activity +_____ -_____

7. List changes indicated:

After the curriculum had been used for the first twenty days, these reaction sheets, along with the other information, were compiled in a report to be used in the modification plan: re-writing the curriculum with another group of teachers.

PREPARATION: For the creation of a psychological curriculum

All the participants in the design group had in common:

1. experiences with children of various ages.
2. teaching experiences with at least one of the previously described psychological curricula.
3. training in communication skills.
4. choosing to participate in this group task.

The primary characteristic of these participants is that they were not afraid of feelings, their own or other's. The realm of feelings was not a mystery to them; an emotional child was not automatically sent by them to the guidance counselor. Building on this interest in and knowledge of feelings, they utilized George Gazda's Human Relations Development: A Manual for Educators.[3] As a break from the intense creative work of building a curriculum, they strengthened their perceiving and responding skills. The reading and writing approach of Gazda's manual served well as a refresher course for techniques previously learned.

Other factors which are helpful in the success of a group design effort include:

1. Isolation from the normal day to day pressures.
2. A compressed, focused work period such as five days, 8-8, with no other demands.
3. A new and pleasing environment in which to work.

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[3]George Gazda, Human Relations Development: A Manual for Educators. Boston: Allyn and Bacon, 1973

It's difficult to come up with new ideas in the same old place when other demands keep imposing themselves. If teachers and administrators are serious about locally designed curricula, then the environment and resources most conducive to its successful development need to be provided. Each curriculum endeavor would have different factors working toward its success, but probably most important is that each participant wants to do that -- regardless of why he wants to do it.

STRENGTHS: Expanded knowledge
Fun and a personal sense of achievement
A product for students

This design experience may seem like a roundabout way to come to an understanding of psychological curricula, but the reasons for creating your own may be much the same as for building your own house. You may wish to:

1. get closer to what you want.
2. do it cheaply.
3. have pleasure in the process and the product.
4. have a sense of accomplishment.
5. learn.

Your curriculum may not be any better than those of professional builders and in fact it is probably a little cruder and rough in spots, but the personal pride and satisfaction in a job well done cannot be denied.

There may be just as many gains for you in purchasing an "expert-designed" curriculum. The pleasure may lie in your personal modifications and additions. The decision is yours.

CAUTIONS: It may bomb.
It's hard to measure self-learning.
It's time consuming.
You may become so involved with learning about yourself that you don't get to the students.
You may become submerged in the parts and let the total go awry.

Summary:

The luxury of going off to the mountains for a week with a group of school people to design what some perceive as a frivolous or extraneous kind of curriculum may seem farfetched and impossible with insufficient payoffs. We disagree. Learning can be a pleasurable experience. It's just that most of us can't recall many such experiences. It doesn't have to cost anyone massive amounts of money. The cost of this curriculum project (food, cabins, and books) was about $400.

Curricula designed by members of your own system can have major spinoffs into other parts of their work. During the work week individual hidden strengths which benefited the total group kept surfacing. One woman was a wiz at converting ideas to simple games, while for others making a game was a huge, impossible task. We learned. Each person added to his repertoire the skills and information he perceived important for him. Repeatedly though, it was necessary to force ourselves to stop. We were so excited about doing the activities and learning about ourselves that we were in danger of forgetting the transitions and details that had to be worked through for student use of the curriculum. It was necessary to be conscious of and to articulate our own learning to get the clues and information needed for furthering the task.

There is no happily ever after conclusion to this story, but we did drive off into the sunset with very full suitcases, lots of dirt from playing in muddy waters, and a psychological curriculum we'd done ourselves.

COST

Approximately $400 for ten people for five days to create a curriculum to be used with three hundred students for twenty days.

## SELF-DESIGNED PSYCHOLOGICAL CURRICULA

Although the preceding narrative illustrates the complexity of curriculum design for psychological goals, making your own curriculum can seem simple. The geography teacher may have a file full of "manila folder units" labeled by country. The city curriculum guide says that geography teachers will cover the important concepts of Europe, China, Africa, etc. The important facts group themselves into recurring areas of topography, economics, history, culture, etc. As articles, activities, or games are found that relate to each area, new notes, plans or worksheets are added to the appropriate manila folder. Then subsequent changes are made in the weekly quizzes.

There is nothing this neat or predictable about students learning about themselves or about other peoples' feelings about students learning about themselves. There is no standard curriculum guide which outlines the concepts to be covered or facts to be learned. You may have noticed that the books in the initial bibliography are full of activities, but almost void of objectives or expected learnings beyond fuzzy goals.

When working on activities for your own psychological curriculum, remember that in most cases an inductive approach to learning about self begins with an experience of sense, body, or movement exploration that raises some information to a conscious level of awareness.. These experiences usually begin alone with the self and move to the self in relation to others.

Once this experience has occurred, the next step in your activity design is a process for reflection or thinking about

that experience. This process must include time alone for each person ultimately arrives at his own meaning or understanding of an experience, although others can be significant in asking open, nonthreatening questions, paraphrasing, or providing additional observations about that experience. Numerous curricula have included processes which you can use as models for this reflective phase of learning about self. The "trumpet approach" developed by Gerald Weinstein and Mario Fantini is one useful process for post-elementary school students.[4]

The final phase of self-learning which you may want to plan for in your curriculum design is the synthesizing phase. Observable behavior changes such as a new ease in talking and clearly communicating the meaning of the experience to another trusted person indicate that learning has occurred and has been integrated and assimilated into the learner's total life experiences. Of course, the assessment procedures must accommodate the reality that different students will act on their new, different learnings in different ways.

Given the complexity of these numerous dimensions of learning about self, the absence of specific objectives for each activity becomes readily understandable. You might even welcome their absence.

To get you started on making your own psychological curriculum, we have included a number of lists -- goals, objectives, activities, and assessment processes. It's up to you to put these

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[4]Gerald Weinstein and Mario Fantini, eds. Toward Humanistic Education: A Curriculum of Affect. New York: Praeger Publishers, 1970

starters and your own pieces together in a way that makes sense for you and that insure experience, reflection and synthesis for the students with whom you work. You might want to draw lines connecting parts. Find an objective that relates to a goal. Then select several activities and something you can observe that shows whether the objective was met through those activities. Match up the parts and work toward a whole.

GOALS

Students will:

have increased knowledge about self.

show changes or growth related to learnings about self.

demonstrate increase in positive self-concept.

increase ability to share feelings with others.

increase understanding of feelings of others.

show acceptance of differences among people.

understand the consequences of alternative behaviors in different situations.

OBJECTIVES

Students will:

have greater knowledge of self-strengths.

learn the various effects that fear has on behavior.

increase the number of "feeling" words they know.

understand probable causes of behavior of others.

know what they and the friends they choose have in common.

learn that different people value different qualities about themselves.

know how their likes and dislikes are based on their own strengths and weaknesses.

understand how their actions influence other people's perceptions of themselves.

have greater understanding of their own fears and know that other people may fear the same thing.

learn more about the feelings of being unwanted and being frustrated.

know different causes that result in certain feelings for himself and others.

learn how negative behaviors can come from unmet needs.

understand that the things they dislike most about other people are often those things they fight against in themselves.

understand that people who appear to be different often share the same feelings.

ACTIVITIES

Teach the class in a normal manner, except that half the students are blindfolded.

Ask to pantomine feeling words after spinning the "feeling wheel."

Divide the class into pairs. Give A a behavior to try out. Ask B how he feels. Give B a behavior to try out. Ask A how he feels.

Have students fill in: I am proud that _____.
I am pleased about myself because _____.

Show students a series of pictures. Ask what someone could be afraid of in the picture.

Ask students to tell about something that they used to be afraid of, but aren't afraid of now.

Divide students into 5 groups.
Have each group draw names of 5 students in the class.
Each group makes a list of 5 things they like about each person whose name they drew.

Show a film or a picture that establishes an emotional situation for students.

Discuss how they felt while watching and what they would do in that situation.

Using open-ended story situations, ask students how they think different people would react in the situation -- an older sister, a little child, a mother, a sailor.

Teach a lesson using a code which no one in the class understands.

Have an auction in which students give up characteristics they dislike about themselves to be auctioned off to other students who want them.

Ask students to read their horoscopes. Do they think the horoscope is true? What does determine what happens to them each day?

ASSESSMENT

The teacher can observe:

Children voluntarily aid handicapped classmates.

New people become involved in class activities.

Students work productively with a variety of groups.

Children can work out playground disagreements without teacher intervention.

Given a situation and a list of behaviors, the student can categorize the list into "helpful" and "not helpful" behaviors.

Students can make lists about themselves such as "things I do well" of increasing length.

New students are included with minimal disorientation.

The teacher can select and administer a pre/post measurement of goals:

Thomas Self-Concept Values Test
Interpersonal Effectiveness Diagnosis
Instructional Objectives Exchange
Measures of Self-Concept
Personal Orientation Inventory
Survey of Personal Values

(Descriptions follow)

TITLE: The Thomas Self-Concept Values Test

DESCRIPTION

Assesses personal self-concept values of pre-primary and primary age children. The test derives five self-concept scores and fourteen values scores. In the testing situation, the child is presented a picture of himself and asked a series of fourteen questions. Example: Is (child's name) happy or sad? Other questions deal with size, sociability, ability, sharing, male acceptance, fearful things, fearful people, strength, cleanliness, health, attractiveness, material, and independence. The child is then reasked the questions with the child's mother used as referent. Example: Does (child's name) mother think that (child's name) is happy or sad? The child is then reasked the same questions using teacher and peers (independently) as referents. This yields one score for the child self as subject, three scores for the child self as object, the composite score yields the fifth total self-concept score. The test is probably best described as an instrument to gain values scores through a series of self-perceptions.

RANGE

Ages 4 through 9.

NORMS

Normative data and standardized scores for the fourteen values measured, independently and the five self-concepts are available. In addition, test and retest coefficient are available. Concurrent validity analysis data is available having been derived from two populations of fifty children each. Scores can be profiled.

AVAILABILITY

N. Clement and Jessie V. Stone Foundation
Achievement Motivation Program
111 East Wacker Drive S#510
Chicago, Illinois 60601

Test is $24.00

Answer for m and profile sheet (per student) 10¢ each

TITLE: Interpersonal Effectiveness Diagnosis

DESCRIPTION

Assesses the degree to which the classroom in which a child is placed meets his interpersonal needs. These needs are -- affection, inclusion, and control. The Interpersonal Effectiveness Diagnosis gives both individual scores for the compatibility of student with peers and teacher and diagnostic profiles. This instrument is based on the research evidence of relationship between compatibility and productivity. Interpersonal Effectiveness Diagnosis can be given in groups or individually. It is a paper/pencil instrument with accompanying cassette tapes in English and Spanish.

RANGE

Primary through high school.

NORMS

AVAILABILITY

Human Development Training Institute
7574 University Avenue
La Mesa, California 92041

TITLE: Instructional Objectives Exchange Measures of Self-Concept

DESCRIPTION

This is a collection of affective objectives and their subsequent measures. The measures consist of a series of three self-reporting tests; primary, intermediate and secondary, which attempts to measure self-esteem on four dimensions. The dimensions are 1) self-esteem gained from family relations 2) self-esteem as related to peers 3) self-esteem as related to scholastic success or failure 4) a general estimate of self-esteem. In addition to the self-reporting measure, several inferential measures relating to the four dimensions listed above are included at each level.

RANGE

K-12.

NORMS

This instrument is primarily used to measure growth or change in self-esteem when using an affective curriculum. As such, no normative scores exist for this instrument.

AVAILABILITY

Measures of Self-Concept, Grades K-12, revised edition 1972 is available from:

Instructional Objectives Exchange
Box 24095
Los Angeles, California 90024

Book is $3.00

TITLE: Personal Orientation Inventory

DESCRIPTION

An objective test consisting of 150 forced choice value items. The test attempts to measure the level of mental health as based on Maslow's theories of self-actualization as an indicator of mental health. The test renders ten sub scales and two scores of ratio. The scales are: time ratio, support ratio, self-actualizing of values, existentiality, feeling reactivity, spontaneity, self-regard, self-acceptance, nature of man, synergy, acceptance of aggression, capacity for intimate contact.

RANGE

High school through adult.

NORMS

Norms for college students, adults, and various select groups are presented by percentile scores. Profiles available. Means, standard deviations and sampling information available.

AVAILABILITY

Educational and Industrial Testing Service
Box 7234
San Diego, California 92107

| | |
|---|---|
| Package 25 test booklets | $9.50 |
| Answer sheets -- 50 | 3.75 |
| IBM answer sheets -- 50 | 4.50 |
| Profile sheets | 3.75 |
| Stencils for hand scoring -- 14 | 7.00 |

TITLE: Survey of Personal Values (SPV)

DESCRIPTION

A person's values may determine what he does or how well he performs. His personal satisfaction is dependent to a large extent upon the degree to which his value system finds expression in everyday life. One way to measure the individual's values is to determine the relative importance he ascribes to various activities. The SPV is designed to measure certain critical values that help determine the manner in which an individual copes with the problems of everyday living. The values measured by the SPV are practical mindedness, achievement, variety, decisiveness, orderliness, and goal orientation. A forced-choice format is used and takes about fifteen minutes to administer.

RANGE

High school up.

NORMS

Percentile norms for each scale are available for regional high school and national college students.

AVAILABILITY

Science Research Associates
259 East Eric Street
Chicago, Illinois 60611

## CHAPTER FOUR

## RATIONALE FOR USE OF PSYCHOLOGICAL CURRICULA

Now that you may be ready to use a psychological curriculum, you are probably thinking about why you are doing it. Most of us can be very quick with reasons: the quick brown fox jumped over the lazy blue dog. But why are some educators -- like you -- changing what they do and including psychological curricula in the classroom? Often the reasons sould like this:

> Scene 1: One day you have an experience with a student, a group of students, a total class, or, heaven forbid, a whole school that is so BAD that everything in you shuts down, and you ask "How come?" or "What can I do?"
>
> Scene 2: You will then either
> a) leave education and be a boat builder
> b) become an absolute dictator
> c) start looking for some different answers.
>
> Scene 3: If you choose c) above, you may try everything and anything including field trips, contracts, rap sessions, weaving, drawing in the dirt on the playground.
>
> Scene 4: The things that work, make the air better for both you and the students, probably include feelings -- their feelings about themselves, you, school; and your feelings about you, them, and school.
>
> Scene 5: You'll begin to wonder why what works does work. Pretty soon you'll want materials, or more time to learn new techniques -- all of which mean money to the school system. The school board, the superintendent, or the principal will want reasons.

Here are some we use and respect.

REASON 1

"...affectivity assigns values to activities and distributes energy to them."

(Piaget, Jean. Six Psychological Studies. New York: Vintage books, 1968, p. xiv, 69.)

Few educators deny that a significant relationship exists between affectivity and learning, but fewer still have been able to state clearly the relationship. Piaget clarifies the issue by telling us that a person's feelings or emotions do provide the motivation, the base by which he makes decisions, for his involvement in any activity.

The feelings a person has about an object determine his involvement, enthusiasm, and, eventually, his commitment. How to engage the affect can be determined by finding out what is important to the person, what interests him, and what he needs.

Piaget has taken us one step further by stating: "(Interest) represents the relationship between an object and a need, since an object is of interest to the extent that it fulfills a need."

The way to get students involved in and working at activities is to know their needs, feelings, and interests, and to make sure that there are learning experiences to meet or engage those needs, feelings, and interests.

If you have previous experience with a certain age group or if some of your child development courses did stick, then you have a set of expectations of what the class as a whole may need, be interested in, or have strong feelings about. But the

only way to know what each child in the classroom needs, feels, or is interested in is to find out from each student himself.

Psychological curricula provide a way of eliciting that information. The teacher's next task is to accept that information and to use it to provide learning experiences appropriate for the individual students!

REASON 2

Attitudes which facilitate learning:

1. realness, genuineness...entering into a relationship with the learner without presenting a front or a facade.

2. prizing, acceptance, trust...an acceptance of this other individual as a separate person, having worth in his own right.

3. empathetic understanding...the ability to understand the student's reactions from the inside.

(Rogers, Carl. "The Interpersonal Relationship in the Facilitation of Learning." in The Helping Relationship Sourcebook, Avila, Donald, Combs, Arthur: Purkey, William, ed., Boston: Allyn and Bacon, 1971 p. 219, 222, 224.)

The above conditions have been found to be common to all successful helping relationships regardless of the philosophy, skills, or personality of the helper. If teaching is viewed as a helping relationship in which the teacher helps a person learn, the presence of these conditions are related to learning. Teachers are exploring counseling courses, personal growth workshops and other group experiences to become aware of and to learn to use those qualities in themselves which allow them to create the best conditions for helping students learn.

The role of the teacher who utilizes these psychological curricula is no longer the dispenser of information or the grader of tests. There is repeated emphasis on those teacher behaviors which appear most likely to create the conditions of a helping-learning environment. These include: accepting students' feelings rather than rejecting, ignoring or denying them; reflective listening rather than telling, advising, or interpreting; and eliciting questions rather than put-downs, sarcasm, or closing off

questions. After the integration of these behaviors and conditions, many teachers for the first time experience positive personal feelings about their work with a group of students.

REASON 3

"Children castigate in others the very faults they are struggling against in themselves. They can only be... tolerant of others when they are secure and confident of... 'faults' in themselves."

(Isaacs, Susan. The Children We Teach. New York: Schocken Books, 1932, p. 80.)

"Johnny took my tricycle."

"Mary won't let me be the doctor."

"You said I could play with the blocks today."

Johnny took her tricycle today and tomorrow she takes Johnny's. These "faults" -- not sharing, arguing, selfishness -- are what the children are trying to understand, learn about, through their day to day work or play. One of the ways a teacher can help children become "secure and confident of 'faults' in themselves" is to facilitate the airing, sharing, and accepting of these "faults" or feelings. Most schools or classrooms do not have a mechanism for this process. The airing may occur in anger on the playground when Joey yells at Jim, "You always quit before the game's over," but there's no opportunity for the two to air their differences in a positive way so that one or the other does not come out the loser, stay after school, or go see the principal. Negative feelings or behavior are rarely part of the class content, except to inflict punishment. The safe environment which permits students to learn from these very real experiences of their lives is not present. Adults rarely provide guidance or assistance in helping students understand their emotional lives, but rather punish them for their emotions which leads eventually to angry

adults who reject their parents, teachers, schools, and culture. Psychological curricula provide a positive entre for the inclusion of emotional concerns in the classroom.

The Human Development Program has topics sequenced from positive to negative on a basis of ease of disclosure for students. A safe environment for talking, sharing, listening has been created in the circle through the guidelines for behavior that all those in the circle follow. The repetition of the topics allows students to gain the confidence in themselves to articulate without fear of reprisal or punishment those confused events in their lives that they don't understand. Through this self-understanding, understanding of others increases.

The importance of this aspect assumes greater magnitude with the advent of state laws requiring that most exceptional children be educated in the regular classroom. Certain physical and emotional handicaps may frighten some "normal" children. Telling Greg that he shouldn't be afraid accomplishes nothing. It's the same as saying, "Suzie, you know there are no rattlesnakes on the playground. Stop making up tall tales." Children do not understand differences. They are afraid that tomorrow they will wake up and not be able to see, or hear, or walk, or talk. Childhood is full of confusion and not knowing. The teacher's role is to help them talk about and understand their fears.

REASON 4

"...if I were to list the most important learning experiences in my life, there come to mind getting married, discovering my life work, having children, getting psychoanalyzed, the death of my best friend, confronting death myself, and the like. I think I would say that these were more important learning experiences for me than my Ph.D. or any 15 or 150 credits of courses I've ever had."

Abraham Maslow, 1968

(Maslow, A.H., "Some Educational Implications of the Humanistic Psychologies," Harvard Educational Review, 38(4), 1968, p. 692.)

There is nothing very unique about Maslow's prioritized list of learning experiences. A list made by most of us would include the same sorts of experiences. A student's list is also not that much different: moving to a new school, being kissed for the first time, a grandparent's death. What does stand out is that these most important learning experiences, common to all of us, are not normally associated with school. No wonder students say school is irrelevant.

Most students have no more than a haphazard, lonely way of learning about living with themselves and others. Each of the events listed above is loaded with emotions that are frequently very difficult even for adults to understand or to articulate. Psychological curricula begin with the students' experiences, understanding, and level of articulation and help him to deal with the emotions of those experiences through increased understanding and articulation. Programs like "Inside/Out" present situations that might be a part of students' lists and encourage processes that help the students cope with those situations. Psychological

curricula are one way of expanding the dimensions of schooling to include students' most important learning experiences.

REASON 5

"Children need to 'play out' important feelings, in part because they cannot explain those feelings adequately... words often fail a child just when he or she is trying to explain a critical feeling. The necessary connections between experience, feeling, and language are too difficult."

("Making Connections," Exploring Childhood, Cambridge, Mass.: Educational Development Center, 1974, 14.)

School for most students is primarily a verbal experience, whether it be reading, writing, or speaking. Rarely has help been available for the child to learn to make the "necessary connections" into language. A child may get a stomachache every time he is asked to memorize another multiplication table. If he makes the connection between his stomachache and multiplication and then has enough courage to tell the teacher of his "connection," his comment and the feeling which prompted it may be brushed aside. Rather than encourage the child to attempt to explain his feelings about memorizing the enormous sets of numbers, the teacher may say, "That's silly," or "You're O.K." In so doing, she has not only not helped the child with his feelings, but she may have denied his feelings as well as his stomachache.

Psychological curricula provide the opportunity for an environment in which children can "play out" situations rather than be forced to "act out" in the classroom. Numerous role play, nonverbal, and game activities are included in these curricula to encourage just this trying out and playing out of feelings. Helping students in making connections between their feelings and their experiences may be as simple as asking them to pantomine "feeling" words.

Suzie running in from the playground again screaming she saw a rattlesnake should not be hushed, calmed down, pampered. She needs the time with a listener to experience the emotion to its end, to be touched if desired, to be listened to in her fear, but not forced to instant articulation or denial of her feelings. The curricula and the teacher skills inherent in their successful implementation stress the importance of the teacher accepting feelings and becoming a special kind of listener.

REASON 6

"What we are finding is that the opportunity to gain knowledge and understanding of human behavior at a young age may be useful for growth in several strengths which may contribute to mental health, if we define it minimally as the capacity to survive in an alien world, to cope without too many crippling scars, to be able to live in relative comfort with other human beings and oneself, and to enjoy the process now and then."
Barbara Ellis Long, 1974

(Long, Barbara Ellis. "Educational Change with Elementary School Psychology Curriculum," Professional Psychology, May, 1974, p. 168.)

Utopia does not exist for anyone. The living reality if filled with moments of joy and pain with long periods of day to day routine. It is time that adults abandon both their childhood fantasies of adulthood as happiness ever after and their adult fantasies of childhood as a carefree time. Teachers must help students learn to cope with their present realities and to come to understand some of the adult problems ahead.

Childhood is not a sugary world of lollipops and candy canes. At times it is filled with fears that turn into monsters in the dark and children who will not let you into the game on the playground. Children do deal with these hard events in their own ways with varying degrees of understanding and success. A student does not have to wait until he goes to college to have access to information about his own and others' feelings and behaviors; he can use such understanding to cope with his life long before that. Psychological curricula provide a way for the teacher to help a group of children learn about themselves some of the same things that child "experts" have been learning from them for years.

## CHAPTER FIVE

## ISSUES IN THE USE OF PSYCHOLOGICAL CURRICULA

This guide so far has sounded clear-cut. You decide to introduce psychological goals in the classroom. You choose a psychological curriculum or create one. You get clear on why you are doing it. But working with schools, people, and their psychology inevitably raises many complex issues to which there are no clear-cut solutions. The most constant questions in the use of psychological curricula seem to be:

Where does the initial decision come from?
What are the probable results of success?
What teacher skills are most conducive to successful use?
How can you tell if the curriculum is successful with students?

### Where does the initial decision come from?

The decision to implement a psychological curriculum can come from anyone who has a part in the decision-making about what happens in the classroom. Those persons usually involved are teachers and administrators with students, parents, and university personnel occasionally consulted.

A teacher's decision to work toward psychological goals may come from his own feeling that exploration of and knowledge of the self is important. This conclusion may come from the teacher's previous experiences with students, from observations that students respond enthusiastically to those materials closely related

to themselves and their own experience. For an increasing number of teachers, this conclusion may also come from their exploration of themselves through personal growth workshops and affective education courses in universities where interest in psychological goals has grown in the last five years. Boredom with the classroom routine is another starting place for many teachers. They need to try something new and different. Psychological curricula provide both new content and new processes, many of which can be integrated into other subject areas.

In reality, the introduction of psychological goals as we have described them often occurs in small pieces worked out by individual teachers in their own classrooms. One teacher may be doing values clarification activities every Friday while the teacher down the hall or across the pod is tuning into "Inside/Out" on Tuesday morning. Obviously, the greatest effectiveness in working toward psychological goals comes when several teachers and administrators share a decision and support each other. The teacher who feels he has to draw the shade in the door window in case the principal walks by when the students are doing a fantasy exercise will probably not have much positive impact on the school.

When one specific psychological curriculum, rather than bits and pieces of activities, is recommended for a school or system, the decision-maker is probably an administrator, usually working with an advisory group of teachers. Like teachers, an administrator may be acting for a variety of valid reasons. He may feel that the school's goals of "teaching the whole child" or "development of a useful citizen" could be met better through

the inclusion of psychological curricula, or he may be under pressure from teachers who wish to see resources allocated to the pursuit of psychological goals, or he may be excited by a professor who talks about "opening communication throughout the entire organization, including teacher-student communication."

Some of the more subtle implications using psychological curricula are that time may be rearranged in the classroom, that relationships between teachers and students may change, and that students may gain the greater sense of power that comes with self-knowledge -- are often overlooked or unknown when the initial decision is made. Unless administrators and teachers both are committed to the curriculum and its goals, they will not be able to deal effectively with the issues its use may raise.

What are the probable results of success?

The closest most school systems get to dealing consciously with psychological goals are those places on the report cards that are concerned with "behavior" or "citizenship." Most schools have no time in which feelings or the self are part of the student's learning. It is probably true that many teachers "teach the whole child" or "integrate feelings in the classroom," but most often psychological goals are not made conscious for the student and are not allotted time or resources. When you move psychological goals from the shadows, make them well-defined, and allot time and human resources to them; you have changed the system, school, or classroom.

Each student is a mass of changing perceptions of reality, of changing feelings, and of changing reactions to those feelings. These feelings are at least as important in his development as his physical growth and his intellectual structures and cannot be separated from them. The student's feelings about himself, his peers, his teachers, and his life in and out of school are inextricably wound up in his labyrinth of learning. When these feelings are openly recognized and accepted in the classroom, the student can then proceed with "learning." Until the student learns control over his emotions, he has no options to draw on other than emotional responses which are frequently inappropriate to the situation. Once control is a viable option for the student, then the door of self-learning is open to help him learn about his emotions, when they occur, and what other behavioral responses are available. The student can become emotionally literate. Dick

Jones says "A child cannot, of course, learn to share and use what he has not learned to control. Beyond the matter of control, however, the teacher has the option of instructing the child or leaving him to his own devices."[5]

Increased positive self-concept, a primary goal of most psychological curricula, is directly related to recognition and acceptance of feelings. All indications are that there is a direct correlation between positive self-concept and positive performance in school. As a student's self-concept increases, his expectations for himself increase. Increased self-concept is just one way in which psychological curricula can create change in students and their classrooms.

As the student explores himself and his feelings within the context of a psychological curriculum, he will probably try out a variety of new processes. For example, the curricula described include role playing, simulations, brainstorming, variations of force field analysis. The student now has a wider range of problem solving techniques to draw on. Additionally, he has probably found new, successful parts of himself to draw on. The combination of increased self-concept, a wider range of problem solving techniques, a greater knowledge of one's own powers and abilities, and a feeling of connectedness among students can lead to increased learning in other areas.

The psychological curricula described have implications beyond student self-knowledge and performance if used over a

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[5]Richard M. Jones, Fantasy & Feeling in Education New York: Harper Colophon Books, 1968, 26.

sustained time period, by teachers with commitment to the goals, in a system which supports and encourages the use of these curricula. The teacher's role will change, at least for that time in the class allotted to the psychological curriculum. The student, not the teacher, will be the source of information and experience. Rather than studying "Children of Faraway Lands" or "human aggression," students are studying themselves. Therefore, the degree of student involvement and intensity is likely to be high. It is impossible for us to state what changes psychological curricula will mean in any one classroom. These curricula do include group work, verbal communication among students, and activities involving physical movement, but most teachers' styles regarding structure, noise, and movement usually can be accommodated. The teacher's listening to and acceptance of each student is, however, a necessary part of using each psychological curriculum.

What teacher skills are most conducive to successful use?

The successful use of any psychological curriculum is directly tied to the teacher's behavior with students. Most of us in the process of growing up and coping with our lives have built defenses and barriers that shield and protect us from hurt in our relationships with others. Then as teachers, helping others to learn, we find that these same barriers and defenses cut us off from others and we are unable to relate to students in ways that encourage learning. One of these "ways" is how you respond to students.

Pretend Elsie says to you:

"I can't do this dumb math. Every paper of mine you pass back is failing. Why should I bother to do it?"

What would you say? A natural response by any teacher trying to do five things at once would be:

"Just keep trying. Do pages 94 and 95 tonight."

Such a response will do very little except reinforce the student's feeling of failure and convince her that you were not listening and don't care about her.

The content in Elsie's comment is her knowledge that she is failing math. The feelings she is expressing are discouragement, failure, inadequacy, and frustration. The teacher must at least let Elsie know she was heard.

"Sounds like you're pretty discouraged, Elsie, and about ready to give up."

Such a response keeps the conversation open so that Elsie can continue to talk with you and perhaps move forward to

the point where eventual assistance in math might be received by Elsie.

Acquiring new skills in perceiving and responding is necessary for most of us because we no longer are able to talk with others in ways that encourage or help others. Additional skills are needed in the area of question asking. Most of us have mastered the range of questions for the cognitive domain. Content questions for which there is a right-wrong answer are relatively easy to develop as are questions that ask students to group, sequence, categorize or compare. But what happens in the affective domain when the content is YOU, a person, and no one right answer exists? The teacher needs open ended questions or statements that paraphrase, reflect, and clarify feelings and that allow the students to articulate further their concerns for their own self-understanding.

Janice comes to you and quietly whispers, "I think I'm pregnant."

What would you ask? To ask "Who is the father?" or "When is it due?" or to state, "Schedule an appointment with the counselor," is absurd. Your feelings about this situation should have no bearing on your response. Janice trusted you enough to disclose a worry. You now need skills to help Janice clarify her own feelings, look at alternatives, and make decisions. Some teachers say this is not their job. Does it matter? What's important is that Janice voiced her worry to someone. She wants help from someone. That someone is you, because she trusted you,

for whatever reason, to help her. It should also be obvious that learning world history right now cannot happen for Janice. Her personal problem has number one priority in her life right now.

It frequently happens that the teacher's own feelings about a topic or person will interfere with the use of these skills and the learning process for students. In using the curricula many of us discover topics or activities about which we have strong feelings. That is a clue for us about ourselves and chances are good that it is a relevant topic in our own lives. A film or divorce for 3rd-4th graders met an instant response with an adult group.

Silence.

"The mother sure is confused."

"I feel sorry for the little girl."

"Now I understand the importance of grandparents."

Yes, that was a heavy film for those adults. It entered their life concerns. They had the opportunity in that group to express their own concerns and feelings, to explore and to learn. Then at a later time we discussed its appropriateness and usefulness for students -- classes including children of divorced parents, students who have never had an opportunity to talk and explore a MAJOR event in their own lives. Yes, special skills and attitudes are needed by the teacher, and the presence of your strong feelings can affect your effectiveness. Unless we've been in personal growth groups, had amazing friends, or

had counseling, most of us have never experienced an understanding environment with a person who will listen and help us clarify and come to grips in more effective ways with our own life concerns. In using the psychological curricula, the teacher will find himself in the process of learning more about himself, as well as needing new skills for relating to students.

How can you tell if the curriculum is successful with students?

We usually assess success in relation to a goal. Do the students make progress toward the goal(s) of the curriculum? How much progress is there toward the goal(s)? The two most common goals of curricula described here are variations of 1) increased self-concept and 2) increased self-knowledge. Many cognitive curricula utilize intermediate, sequential behavioral objectives whose mastery can be reckoned as progress toward the larger goal, but most psychological curricula do not. A few curricula do suggest using some sort of pre/post test and/or informal observation as assessment techniques. Total class assessment using pre/post tests and observation is relatively simple. Several of the tests which give information on groups related to the goals of psychological curricula are described on pages 63-69. You can observe which activities most interest the class and which subjects provoke the most discussion, information which can help you decide on modifications needed in the curriculum or the next set of experiences to include. The teacher may have intermediate goals or personal hopes for the curriculum, such as increasing communication among students. Observation of changes in the number of interruptions, conversation on entering and leaving the room, or the alertness in listening can give information about the affect of the curriculum in the classroom.

The more difficult problem is assessing the progress of individual students toward psychological goals.

It is possible to make quantitative judgements in this area such as Johnny can list fifty feeling words and that is

somehow equal to an A. The judging and grading of students learnings can be done, but we truly hope it never happens. If evaluation at this level does occur, the dimension of student learning which occurs only as a result of an environment of trust is not likely to take place. For another to judge psychological learnings of importance to the students is totally inappropriate. A student's inability to articulate clearly his moods is not open to evaluation by his teacher, only by himself and a qualified psychologist. Thus if I can't discuss my moods about my father very articulately or clearly, that is my right and is not open to evaluation or assessment. An extension of such evaluations would be if you cry a lot, you get an A; if you laugh inappropriately, you fail.

In psychological curricula, the student provides the information and experience. The teacher can develop ways in which the student can also provide assessment of his own learning. The use of student journals, daily "today I learned _____" statements, interviews, peer observation, teacher logs, and parent comments in various combinations all can work toward assessment of student learning by the student. Each student, each individual, will know different things about himself and develop or display these different pieces of knowledge in different ways -- precisely because each is a different person. So leave the self-content alone, but do assess what the activities, the objectives, the goals, the processes to determine if the students are learning. By separating assessment of personal content from the structure information for direction can be obtained.

# CONCLUSION

The 20th Century's concern with the workings of individuals spirals inward; people are exploring pieces of themselves previously untouched. Some of the people asking new questions about the structures of their own lives are, of course, students and teachers. It is natural that some of this exploring, asking, and learning about self take place in schools where people dealing with similar questions come together in the search for knowledge. Curriculum developers will continue to create new psychological curricula. Administrators will make decisions about allocation of resources to learning about self. Teachers will find the techniques in these curricula useful in their entire teaching day. Teachers working with exceptional children will find these curricula also helpful. Parents will ask questions about this newly legitimized goal in schools. Students keep responding with "Hello DUSO, come on out!" Hopefully, there will be both curricula which are broader with clearer intents leading to a wide range of self-knowledge and curricula with detailed steps leading to a depth of self-knowledge appropriate to a student's developmental level.

Teachers, not the curriculum "experts," have the greatest day-to-day responsibility for determining what and how students will learn. They directly provide the organization and experiences that their students can approach with curiosity and confidence. To help in making decisions about psychological curricula for you and your students, here is a quick check list of questions:

1. Is there a range of choices for both teacher and student?
2. Are there clear statements about what students could learn about themselves?
3. Are students really learning about themselves, rather than about "people"?
4. Are there examples of observations teachers could make that would indicate learning is occurring?
5. Do the activities excite you?

Positive answers to these questions would indicate that this is a curriculum you might want to try. You are on your way.

A final word of caution: The overriding goal of psychological curricula is growth through learning about oneself. That goal, if achieved, will lead to change. Change in students. Change in you. Change in your relationships with students. The more students learn about their own behavior and motivation, the more questions they are likely to ask about you, their classroom, their school.

Students of this decade have had few places to go for their adventure and reflection into adulthood. The hunts and journeys of past youth no longer exist. Their trip is now internal -- into themselves. Hopefully, today's classroom will help them on this adventure into themselves.

# APPENDICES

EPILOGUE: A No-Fail Test

A no-fail test is one that provides you with information about your own learning, but is not judged or ranked by others. Try your head at this test which is based on information in this guide.

(Caution: a grain of truth lies in each answer and each answer represents a different level of knowledge. Self?)

1. I want to use psychological curricula because:
   a. my principal said I have to
   b. my friend in Arizona had great success with it
   c. children don't go to Sunday School anymore
   d. other

2. Match the answers with the curricula:

DUSO

Achievement Motivation

   a. I was always good at horseshoes.
   b. It's a good excuse for kids to be noisy.
   c. Mother always said I was lazy.
   d. I always wanted to be a vacuum cleaner.
   e. I'm convinced dolphins are smarter than people.
   f. Being able to run fast makes you a hero.

3. My best line to get free materials from publishers is _____

_____

4. Many activities utilize circles because:
   a. that's how the knights sat at King Arthur's table
   b. it allows everyone to have two people to punch
   c. the conversation is circuitous
   d. all the above

5. A curriculum was called Lincolnwood because:
   a. the participants played with Lincoln logs as children
   b. they wanted to prove they were chips off the old block
   c. they were in the woods near Lincoln City
   d. Lincoln slept there

6. In order to develop a psychological curriculum you:
   a. have a beard
   b. live in California
   c. do not teach children
   d. like the dark
   e. talk to yourself

7. If Inside/Out were called Outside/In, how would it be different?
   _____.

8. Activities without objectives is like a sundae without:
   a. fudge
   b. whip cream
   c. dish
   d. ice cream
   Explain your choice

9. Self means:
   a. me
   b. I
   c. we
   d. us
   e. all of above

10. Curriculum is a fancy Greek word for:
    a. my job
    b. curtains in the gymnasium (another good Greek word)
    c. circular
    d. the school board

11. The longest quote is:
    a. profound
    b. irrelevant
    c. Long's
    d. timeless

12. Acceptance means:
    a. taking the shit
    b. empty-headedness
    c. teaching wasn't too good last year
    d. martyrs are in vogue

APPENDIX A

Spin-a-feeling Activity

OBJECTIVE: Students will increase their ability to articulate feelings.

ACTIVITY: Students spin the dial on the wheel.

Have total class pantomine the feeling where the dial stops.

Repeat several times.

Have groups select a feeling from the wheel and pantomine for the total class to guess.

Have students provide new feeling words to change the wheel.

ASSESSMENT: In student's writing and class discussions more feeling words are used.

FEELING WORDS FOR WHEELS:

| | |
|---|---|
| happy | relaxed |
| angry | sad |
| embarrassed | sorry |
| afraid | confused |
| proud | loving |
| bossy | satisfied |

APPENDIX B

Case of the Missing Kickball

OBJECTIVE: Students will be able to discuss their own group behavior.

ACTIVITY: Divide class into two groups.

Distribute clues to group A and have solve problem.

Have person in group B make a list of behaviors they see occurring in group A.

After mystery is solved discuss and categorize the lists of group B in nelpful/hindering behaviors.

Have students select and record a behavior from each category that they think describes their normal class behavior.

ASSESSMENT: During normal class activities teachers could play "freeze" and have students quickly tell their behavior.

Case of the Missing Kickball

1. At 10:15 I found the kickball box empty.
2. Sounds as if we're getting somewhere.
3. Homer really hates kickball.
4. Mrs. Smith noticed mud all around the kickball box when she went down to look for the ball.
5. That's a good idea, lets find him and ask him.
6. We're working together really well.
7. I fell off my bike on the way to school this morning and scraped my knee...see?
8. I remember Johnny telling Mrs. Smith that the balls were gone.
9. Mary always said she wanted a kickball.
10. Heather looks guilty of something.
11. Why don't we just play baseball?
12. Peter went to the bathroom at 10:10 and never came back.
13. Do you think it will rain this weekend? My family's going on a picnic if it doesn't rain.
14. My brother hit me last night. Boy! Did my mother ever yell at him...I was glad he got into trouble.
15. Mrs. Smith says every cloud has a silver lining.
16. Hey guys let's quiet down! It's so noisy, I can't tell what's happening here!
17. Did anyone see my spelling book? I think I left it on the playground this morning.
18. Come on, let's hurry this up! I want to do my math.
19. Anyone know what's for lunch today?
20. I saw Mr. Baker, the janitor, near the box this morning.
21. Does anyone else have any idea as to what might have happened?
22. Suzie said she saw Mr. Baker going by the kickball box as the morning bell rang.
23. Why don't we ask Mr. Baker if he knows what might have happened to the kickballs?
24. You know how proud Mr. Baker is about how clean this building is.
25. Did you hear the story about the 4-wheeled bicycle?
26. Stewart, Homer, and Heather all have mud on their shoes.
27. Did you hear that John and David broke a window at John's house last night.
28. I don't care where the balls are, I never liked kickball anyway.
29. Boy, didn't it rain last night.
30. I saw Carol and Pam play with the kickball before school this morning.
31. I saw Mr. Baker drying his hands when I went to the basement this morning.

32. Solution: Mr. Baker, the custodian, took the kickballs to wash them.

APPENDIX C

## ELEMENTS OF LIFE ACTIVITY

OBJECTIVE: Student will be able to state ways they are like others.

ACTIVITY: Present the four element signs with birthdates.

What do you think the category groups mean?

Form a group with all those born under the same element.

Create a list of the ways you are alike.

Tack lists to board.

DISCUSSION: Are the lists different from each other? the same?
Are June babies the same as December babies?
Are there any ways everyone in this room is alike?
Which characteristic from all groups is most like you?
Do birthdates seem to be a basis of commonalities?

ASSESSMENT: Later the teacher asks class to form groups based on characteristics from student's list. Each group can state what characteristic they have in common before proceeding to other work.

| | |
|---|---|
| FIRE: | Mar. 21 - Apr. 19 |
| | July 23 - Aug. 22 |
| | Nov. 22 - Dec. 21 |
| WATER: | June 21 - July 22 |
| | Oct. 23 - Nov. 21 |
| | Feb. 19 - Mar. 20 |
| EARTH: | Apr. 20 - May 20 |
| | Aug. 23 - Sept.22 |
| | Dec. 22 - Jan. 19 |
| AIR: | May 21 - June 20 |
| | Sept 23 - Oct. 22 |
| | Jan. 20 - Feb. 18 |

APPENDIX D

Silhouettes Activity

OBJECTIVE: Students will be able to identify and categorize characteristics of themselves.

ACTIVITY: Form pairs and trace body outlines on paper.

Cut out and tape on walls or hang with clothespin on a clothesline in room.

Form a list of characteristics generated by students about themselves. Each student chooses three that he likes most about himself and records on silhouette.

Using self categories of physical, mental, emotional and social have students place their characteristics in the appropriate group on the board.

ASSESSMENT: Students will add new self characteristics as they occur to the appropriate categories kept on the bulletin board.

APPENDIX E

"Declaration of Me" Activity

OBJECTIVE: Students will be asked to fill in the declaration with self information previously learned.

ACTIVITY: In pairs have students complete their own "Declaration of Me" sheet.

Tape forms together and roll on sticks to make a scroll to save for use later in the year to indicate date.

ASSESSMENT: Students are able to complete form with ease.

DECLARATION OF ME
(Redesign on basis of age)

Name_____Commonly called_____

Born to_____on the date_____

under the sign of_____. I'm happy in the (6th) grade

when_____, and I'm sad when_____

_____. My parents are proud of me when

_____. Sometimes I wish I could change

my_____. One way I was different last

year was_____. I am really good at _____,

and_____, and_____. I like myself today

because_____. I'd like to be better at

_____. I think when I grow up I'd like

to_____. I have hidden in me_____

_____. My friends are_____.

My friends like me because_____.

APPENDIX F

TITLE: "Who Am I?" Test

DESCRIPTION

A one item test in which children are asked to tell, in list format, who they are. Allows an unlimited number of responses. The test was originally designed as a pre-test and post-test when using a psychological curriculum designed to increase depth of self-perception. The test does not deal with self-perception in terms of positive or negative self-esteem, but rather in terms of four levels of self-assessment ranging from superficial to internal.

RANGE

K-adult. For younger children verbal responses must be recorded.

NORMS

None available.

TIME TO ADMINISTER

Varies, usually 10-20 minutes.

SCORING

Responses are read and assigned a value from 1 to 4 points dependent on the category in which the response falls. The sum is then divided by the number of responses to gain a score of between 1.000 to 4.000. No special training is required to score the responses. However, "reliability between inexperienced raters using only this chart above was 79% agreement: between experienced raters, it was 90%."

AVAILABILITY

Dr. Barbara Ellis Long
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SCORING SYSTEM, "WHO AM I?" TEST

Objective Physical Static ↑ Cognitive

Superficial ↕

1. Score each response categories 1-4

Superficial-Cognitive

I. Appearance, Classification: (The way I look)

| | |
|---|---|
| Generalities | "I look like..." |
| | "I am a (boy)." |
| | "I am the youngest." |
| | "I think I weigh enough." |
| | "I am small." |
| | "I am an athlete." |

II. Activity: (The things I do and like)

| | |
|---|---|
| I do, have, like... | "I like/dislike/do/have" |
| | "I dislike spoiled kids." |
| | "I play hockey." |
| | "I hate girls." |
| | "I don't like school." |
| | "My favorite hobby is..." |
| | "I love the out-of-doors." |

Internal-Affective

III. Personality Description: (interests)

| | |
|---|---|
| Self Observation | "I am (this kind of) person." |
| | "I am quick-tempered/shy/ brave." |
| | "I have a heart." |
| | "I study people." |
| | "I don't like to talk alot." |
| | "I like to try to be nice in front of people." |
| | "I love peace although I've never been in it." |
| | "I can feel the beauty in nature." |

IV. Feelings, Dynamics, Revealing: (personality)

| | |
|---|---|
| Recognition of inner self | "I feel shy when..." |
| Often involves qualifiers "When/if/ because" | "I want to leave/run away..." |
| Emotional statement | "I feel sorry for..." |
| Relatively specific | "When people make fun of me, I feel..." |
| Dynamics often involved | "I Dislike being a bitch, even though I probably am one." |
| Openly revealing (Allow precedence over other scoring with this.) | "I am easily moved to tears by the beauty in nature." |

Subjective Recognition of Feelings Dynamic ↓ Affective

Internal ↕